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Educational Television Series 1968-69

Teachers' Guide

Professional Development

THE TEACHING OF FRENCH IN GRADES 7 & 8

Educational Television Branch
ONTARIO DEPARTMENT OF EDUCATION
1670 Bayview Avenue, Toronto 17

PROFESSIONAL DEVELOPMENT

THE TEACHING OF FRENCH IN GRADES 7 AND 8

7 programs of 30 minutes each for professional development

These programs are repeated from the 1967-68 series.

General Introduction 3

Program one
The First French Class 3

Program two
The Structural-Linguistic Approach 3

Program three
A French Class in Action – part 1 4

Program four
A French Class in Action – part 2 4

Program five
Situation Dialogues, Personalized Questions, Pupil-Prepared Oral Anecdotes 5

Program six
Introduction of Oral Recognition Reading, Transcription 5

Program seven
A Cultural Exchange 6

GENERAL INTRODUCTION

This professional development series appears soon after the publication of the new Ontario Department of Education's French Programs–Curriculum I-15A (7) (Grade seven) and Curriculum I-15A (8) (Grade eight). The philosophy of Modern Language teaching we have sought to visualize is called *structural-linguistic,* and it is the basis upon which these curricula were prepared. Briefly, the basic assumption is that teaching a second language is teaching *speech,* the reward of which is the child's desire and ability to *communicate* within the target language.

The series is intended mainly for teachers already involved in, or about to begin a career in this relatively new approach to curriculum in the elementary and secondary schools. However, we invite you to extend a hearty welcome to interested parents, Home and School Associations, and administrators, many of whom have expressed strong support for the notion that second language instruction ought to be started at an earlier age.

In order to make this series a practical one, we have attempted, wherever possible, to balance discussion with live classroom televising. Our participants include native and non-native speaking teachers, French supervisors, Teachers' College instructors, an applied linguist, a Home and School Association, a bilingual host, and of course – Ontario elementary school pupils learning French.

PROGRAM 1

THE FIRST FRENCH CLASS

PROGRAM CONTENT

The key speaker and teacher is Miss Gail Flannery, Chairman of French, Don Mills Junior High School, North York Board of Education. Miss Flannery has been using the structural-linguistic approach to Modern Language teaching for several years, in Sudbury and in North York.

A grade seven class arrives for the first meeting with its first French teacher. Miss Flannery initiates them into this new learning situation by using English *and* French. She helps them to set some of their goals and tells them that they will be *communicating* in French this year with her and with each other. Through the use of very simple French appropriate to the first day, she illustrates some of the basic techniques to which the children will be responding, and thus gives them "some language to take home."

The host talks about the expanding program of teaching French to elementary English-speaking pupils in Ontario, and discusses with Miss Flannery her first meeting with a beginning French class.

The extremely significant role that applied linguists have in Modern Language programming is alluded to in the host's remarks, and will be discussed more completely at a later date.

SUGGESTED PRE-VIEWING ACTIVITIES

1. Try to read all of Curriculum I-15A (7) again.
2. Recall the different ways in which you have conducted your first meeting with a beginning French class.
3. Inform your Home and School Association and Board Officials of the telecasts.

SUGGESTED POST-VIEWING ACTIVITIES

For discussion:

1. Discuss the merits of conducting your first meeting with your pupils –
   a. entirely in French
   b. in French and English
2. What basic teaching techniques were illustrated in this first encounter?
3. Why is it valuable for the teacher to explain to her pupils (not necessarily the first day) some of the basic procedures in learning a second language?
4. How did the teacher set the tone and atmosphere of her French class immediately?
5. Is it important that the pupils "take some language home" the first day?

PROGRAM 2

THE STRUCTURAL-LINGUISTIC APPROACH

PROGRAM CONTENT

The aim of this program is to help teachers gain a clearer understanding of the structural-linguistic approach to teaching Modern Languages. The host will discuss this subject with Mr. Peter Wood, Chief Consultant, Modern Languages, North York, who has been working with such a program in elementary school, and with Mrs. Monique Nemni, a former secondary school teacher who is now Director of the Language Section, Glendon College, York University.

POINTS OF EMPHASIS

- This approach to language teaching is based on scientific studies.
- Linguists have indicated the *order* in which basic skills are to be developed.
- Linguists isolate basic structures and the sounds essential for meaning.
- The structural linguist takes cognizance of the child's mother tongue.
- Only those sounds essential for meaning are stressed in the first year.
- Learning vocabulary is far less important than acquiring the ability to manipulate basic structures.
- "Situations" rather than "centres of interest" allow for full linguistic development of material.
- Structures are ideally introduced through short conversational exchanges which lend themselves to visual interpretations, facial expressions, gestures, etc.
- Pattern drills are essential for the mastery of basic structures and essential sounds.
- Answering personalized questions, relating short anecdotes composed orally within the framework of mastered structures and vocabulary, are valid examples of creative response on the part of first year pupils.

SUGGESTED PRE-VIEWING ACTIVITIES

1. Try to read all of Curriculum I-15A (8) again.
2. If you are using commercially prepared materials, re-examine the teacher's manual(s) that accompany them.

SUGGESTED POST-VIEWING ACTIVITIES

For discussion:

1. In what way is the philosophy of the new French program structural-linguistic?
2. In what ways is this approach a scientific one?
3. What is the order in which the language skills should be introduced?
4. Although the structural-linguistic approach employs direct method techniques, how is it different from the traditional direct method approach?
5. Why is a situational development of material preferred to a topical, centre of interest development?

PROGRAM 3

A FRENCH CLASS IN ACTION – PART 1

PROGRAM CONTENT

This French class was filmed in 1967 with a grade seven class from the Hamilton Board of Education. The class began studying a second language in September. Their teacher, Mr. Tom Fiddes, is *not* a native French speaker, but he works very closely with prepared audio material to perfect his competency in the language. This was his second year as an itinerant teacher. He displays excellent instructional techniques.

In a way, Mr. Fiddes is a symbol of the young, enthusiastic, and energetic beginning teachers who have givne so much to this new elementary school program.

We have visualized the essential parts of a grade seven lesson as outlined on page six in Curriculum I-15A (7); the variety and tempo appropriate to a twenty-minute daily lesson are illustrated clearly.

Mr. Fiddes discusses his lesson briefly with the host – a detailed analysis will be made in the next program. A pupil asks Mr. Fiddes why he isn't learning to write French in grade seven. We hear his answer.

SUGGESTED PRE-VIEWING ACTIVITIES

1. Re-read pages 7 and 8, starting with "A unit of work" – Curriculum I-15A (7).
2. How much variety should occur within a French lesson at this level?

SUGGESTED POST-VIEWING ACTIVITIES

For discussion:

1. What difficulties might a beginning teacher experience
   a. because he is a native French speaker?
   b. because he is a non-native French speaker?
2. How can these difficulties be overcome?
3. When and how should a teacher interrupt the rapid pace essential to French lessons at this level?
4. How did the teacher arrange for as many pupils as possible to have a happy, satisfying experience? How did he introduce his own personality into the lesson?
5. Justify the order of each of the steps in this lesson.
6. What other valid answers would you give a child who wants to write French in the beginning year?
7. Make your own detailed analysis of this lesson.

PROGRAM 4

A FRENCH CLASS IN ACTION – PART 2

PROGRAM CONTENT

A detailed analysis of last week's program will be made by Mrs. Ghislaine Reid, French Supervisor for the Metropolitan Toronto Separate Schools. Mrs. Reid is also French Master, Lakeshore Teachers' College, and is therefore instructing the student teachers who will be working with grade seven French program in September. Highlights from last week's program will be seen again and the following aspects of teaching French will be discussed;

- ensuring maximum *participation*
- maintaining and varying appropriate *pace*
- handling correct and incorrect responses
- maintaining and departing from normal conversational *speed*
- achieving *variety* within a lesson
- presenting new material

- instituting meaningful games and songs
- employing hand signals, gestures, to best advantage
- teaching with tapes – an integral part of a modern French course
- *instructing* in French, *using* English
- balancing unison work and individual response

A series of cartoons summarize the pertinent points discussed by Mrs. Reid and the host.

SUGGESTED PRE-VIEWING ACTIVITIES

See program three:

SUGGESTED POST-VIEWING ACTIVITIES

See program three:

1. Compare your own analysis with that of the French Supervisor.
2. How did the teacher maintain
   a. good quality choral work?
   b. balance between individual and group response?
3. How can games and songs become meaningful experiences?
4. What are the advantages of using tape drills?
5. How can these tapes become exciting experiences in the classroom?

PROGRAM 5

SITUATION DIALOGUES, PERSONALIZED QUESTIONS, PUPIL-PREPARED ORAL ANECDOTES

PROGRAM CONTENT

Throughout a unit of work, new structures are introduced and developed in the form of short dialogues (exchanges). Pupils learn to manipulate these structures by means of pattern (imitation, substitution, transformation) drills, and during picture study lessons, pupils are encouraged to express themselves individually within the framework of mastered material.

The *situation dialogue* is an excellent illustration of how much can be achieved in the beginning year of second language instruction. At the end of a unit, all the structures and vocabulary are reassembled in the form of a short, realistic and lively play which is easily comprehended by the pupils. Casts and directors are chosen, pupils prepare their own props, and several presentations are usually given – within the class – to another class – to younger pupils who haven't begun to study French. In this program Miss Flannery appears again and demonstrates the key steps that lead to the situation dialogue. We see pupils working in cast groups, preparing their presentations with the aid of their teacher, and finally, the play is acted out.

Pupil-prepared oral anecdotes are illustrations of a valid means of encouraging creative response in the French program. Our demonstration teacher is Miss Colette Lortie of the Peterborough Board of Education. Her class was filmed there in 1967. This is the first time in our series that we are going to see pupils in the Junior Division. Listen carefully to the content of each pupil's anecdote and you will be surprised by how much pupils can communicate within a framework of a few simple, mastered structures. Oral anecdotes grow out of asking *personalized questions* – the attempt by the teacher to elicit a personal creative reaction in French from her pupils.

SUGGESTED PRE-VIEWING ACTIVITY

1. Think of different ways of presenting dialogues in the beginning year.

SUGGESTED POST-VIEWING ACTIVITIES

For discussion –

1. In what ways is the situation dialogue a real reward for pupils in a first-year program?
2. How did the teacher
   a. illustrate meaning in the conversational exchange?
   b. guide response during the picture study lesson?
3. What are the advantages in having children work in groups around the classroom?
4. What would be the advantage in having children present their play to a group of younger pupils not studying French?
5. How does the teacher bridge the gap between personalized questions and pupil-prepared oral anecdotes?
6. How can the teacher guide pupils in preparing these anecdotes?

PROGRAM 6

INTRODUCTION OF ORAL RECOGNITION READING, TRANSCRIPTION

PROGRAM CONTENT

The introduction of reading and transcription is delayed until after the pupils have experienced at least one completely oral year. The oral-aural program continues to take precedence and the first reading phase – the introduction of "la graphie des sons" – is based upon mastered speech only. This phase is carefully structured so that the inevitable clash between the written and spoken systems becomes minimal.

Miss Flannery illustrates the techniques necessary for the introduction of these new skills. Mr. Wood and the host discuss the programming involved in initiating this new work.

POINTS OF EMPHASIS

- methodology for "graphie des sons"
- 17 essential phonemes
- memorizing vs. reading
- introduction of sight reading
- accents, liaison, *enchaînement*
- transcription – types of exercises required

SUGGESTED PRE-VIEWING ACTIVITIES

1. Re-read carefully sections B and D of Curriculum I-15A (8).

2. Pay close attention to the time allotted for reading and transcription.

SUGGESTED POST-VIEWING ACTIVITIES

For discussion –

1. Justify delaying the introduction of reading and transcription until the second year.
2. What are the advantages of introducing reading on a four-phase basis?
3. How can the blackboard, charts, overhead projector, be used to best advantage during the presentation of "graphie des sons"?
4. Why should phase one not be done on consecutive days?

PROGRAM 7

A CULTURAL EXCHANGE

Trips into a French-speaking milieu by secondary school students occur reasonably often, but we hear less frequently of younger pupils who are permitted a similar opportunity. In the second part of this program we accompany a group of grade six pupils who visit Quebec City with their teacher, principal, and members of the Mallow Road Home and School Association. North York. The pupils were allowed to become very much involved in planning this project, and we see film clips of their candy and doughnut sales, as well as their pre-trip discussions. We see them again participating in a lesson in a French-Canadian classroom, encountering children their own age in the cafeteria, enjoying a sugaring-off party, and touring Quebec City itself.

The first part of the program is a summary which highlights the significant discussions and classroom situations of the six previous programs.

SUGGESTED POST-VIEWING ACTIVITIES

1. Discuss some other ways of accomplishing the following aims of the Ontario-French program:
   a. attitude development
   b. cultural objectives
2. Evaluate your conclusions and forward your views to the Educational Television Branch.
3. Contact Educational Television for further discussion regarding this series.

PROFESSIONAL DEVELOPMENT –
THE TEACHING OF FRENCH IN GRADES 7-8
7 programs, 30 minutes each

Prog. No.	CBC 9:40-10:10	CHCH 9:30-10:00	CKCO 9:00-9:30	CJOH 12:00-12:30	CBOT 9:40-10:10	CKLW 9:40-10:10
1	OCT. 19	FEB. 22	MAR. 8	MAR. 8	same dates as CBC	same dates as CBC
2	OCT. 26	MAR. 1	MAR. 29	MAR. 29	,,	,,
3	NOV. 2	MAR. 8	APR. 5	APR. 5	,,	,,
4	NOV. 9	MAR. 29	APR. 12	APR. 12	,,	,,
5	NOV. 23	APR. 5	APR. 19	APR. 19	,,	,,
6	DEC. 7	APR. 12	APR. 26	APR. 26	,,	,,
7	DEC. 14	APR. 19	MAY 3	MAY 3	,,	,,

THE TEACHING OF FRENCH IN GRADES 7 and 8